The School Administrator 1996 Subject Index

Referenced by Volume (Number) Page

A

AASA
- AASA's code of ethics: 53(9)16
- AASA online: 53(7)9
- AASA task force on common ground: 53(10)24
- Annual report 1995: 53(3)AR1-AR8
- Conference exhibitor list: 53(3)54

Abstracts
- Ability grouping and instructional differences: 53(3)56
- Community service by high school seniors: 53(6)32
- Freeing up teaching resources: 53(3)56
- Magnet schools' and private schools' impact on academic performance: 53(7)40
- Minority principal assignment: 53(11)40
- Parent contact differs by race and age: 53(8)40
- Preschool programs' effects on school readiness: 53(4)40
- Racial classifications: 53(9)40
- Student absenteeism: 53(11)40
- Student victimization: 53(2)40
- Teacher applicants: 53(9)40
- Teacher perceptions of their subject areas: 53(5)60
- Teacher turnover: 53(1)32
- Teachers out of field of expertise: 53(10)40

Academe as a career track: Reaction to Dan Raisch's article on struggling to adjust to a new life in academe [Letter]: 53(1)2

Accountability
- Holding teachers accountable for learning [Viewpoint]: 53(1)36

Administrator skills, developing: 53(5)54

Advanced placement program: 53(9)37

Aid for Families with Dependent Children: 53(5)18

AIDS education: 53(10)34

Alternative scheduling (see block scheduling)

Anderson, Robert H., founder of non-graded schooling: 53(1)16

Architecture, designing a responsive school: 53(6)18-22

A rating scale for classroom users: 53(6)21

Assessment (see testing and assessment)

Assistive technology: 53(4)24-27

Attention Deficit Disorder: 53(1)28

B

Bangser, Henry S. (superintendent, Winnetka, Ill.) [Profile]: 53(1)35

Barry, Janet N. (superintendent, Central Kitsap, Wash., and 1996 Superintendent of the Year) [Profile]: 53(7)43
- On fueling inclusion through technology: 53(4)24-27

Behavior of school board members: 53(5)51

Behavior of students: 53(1)28

Berliner, David C., co-author of *The Manufactured Crisis* disagrees with push toward performance standards: 53(5)42-46+

Billings, Judith A. (Washington state school superintendent) on the need for HIV/AIDS education: 53(10)34

Block grants
- Will satisfy few needs [Federal Dateline]: 53(1)23

Block scheduling
- Administrative challenges of block scheduling: 53(8)26-30
- Benefits and challenges of non-traditional scheduling: 53(8)8-15
- Brain-compatible teaching in a block schedule: 53(8)20-25
- Models of block scheduling: 53(8)15
- More time requires more training: 53(8)16-19
- Reaction to block scheduling reveals curious criticisms [Letter]: 53(11)4
- Resources on block scheduling: 53(8)12

Bonstingl, John Jay (consultant) on five practices that help school leaders apply TQM principles: 53(7)16-21

Book reviews
- *A House Divided:* 53(10)41
- *Are You Ready to Restructure? A Guidebook for Educators, Parents, and Community Members:* 53(8)41
- *Auditing Your Educational Strategic Plan:* 53(11)41
- *Authentic Assessment: A Guide to Implementation:* 53(4)41
- *Becoming Better Leaders: The Challenge of Improving Student Learning:* 53(2)41
- *Beyond the Wall of Resistance:* 53(10)41
- *Checklist for Change: A Pragmatic Approach to Creating and Controlling Change:* 53(8)41
- *Commissions, Reports, Reforms, and Educational Policy:* 53(8)41
- *A Common Sense Guide to Multiage Practices:* 53(1)33
- *Effective School Facilities: A Developmental Guidebook:* 53(6)33
- *Every Child, Every School: Success for All:* 53(11)41
- *Final Exam:* 53(5)61
- *Finding Funding:* 53(1)33
- *The Impact of School Choice and Community:* 53(9)41
- *The Knowledge Base in Educational Administration:* 53(2)41
- *Leadership and Futuring: Making Visions Happen:* 53(3)57
- *Leading with Soul: An Uncommon Journey of Spirit:* 53(1)33
- *Making Schools Smarter: A System for Monitoring School and District Progress:* 53(11)41
- *The Manufactured Crisis:* 53(5)61
- *No Margin for Error: Saving Our Schools from Borderline Teachers:* 53(6)33
- *Poisoned Apple: The Bell Curve Crisis and How Our Schools Create Mediocrity and Failure:* 53(3)57
- *Possible Lives:* 53(5)61
- *Rallying the Whole Village:* 53(10)41
- *School Improvement Programs: A Handbook for Educational Leaders:* 53(4)41
- *The School Superintendency: Leading Education into the 21st Century:* 53(9)41
- *Student Achievement Through Staff Development:* 53(4)41
- *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices:* 53(9)41
- *Teachers Can Be Fired: The Quest for Quality:* 53(3)57
- *Technology Planning and Management Handbook:* 53(7)41
- *From Vision to Practice: The Art of Educational Leadership:* 53(7)41
- *Visionary Leadership: Creating a Compelling Sense of Direction in Your Organization:* 53(7)41
- *Where Does the Money Go?:* 53(6)33
- *Women as Educational Leaders: Opening Windows, Pushing Ceilings:* 53(2)41

Bracey, Gerald (researcher) on why money matters to public school performance: 53(5)38-41

Bradford, Equilla F. (superintendent, Inkster, Mich.) [Profile]: 53(3)59

Budgets
- Advice for new superintendents: 53(10)38
- Creativity funds school technology: 53(8)35
- Low-spending, high-performing districts pinch pennies with good results: 53(3)8-12+
- Profiles of nine low-spending districts: 53(3)10-11

Business
- Inappropriate model for education [Letter]: 53(6)2
- Involvement in schools: 53(1)24
- Jones, Robert T. (of the National Alliance of Business) on the hidden cost of low academic standards: 53(6)36
- Why corporate practices won't work for school leaders: 53(1)24

C

Canady, Robert Lynn (professor) on benefits and challenges of block scheduling: 53(8)-12

Career planning
- Disdain for superintendent who moves for career self-interest [Letter]: 53(6)2
- Higher education
  - Advice for aspirants to higher education [Letter]: 53(2)4: 53(3)4
  - Reaction to former superintendent Richard Wallace's article [Letter]: 53(2)4
- Prepare for your next job pursuit: 53(7)38

Change, keeping pace with: 53(4)38

Character education [Letter]: 53(1)2

Child advocacy
- Stand for Children march discussed [Federal Dateline]: 53(5)48

Common ground
- AASA task force statement on common

The School Administrator 1996 Subject Index

Referenced by Volume (Number) Page

A

AASA
- AASA's code of ethics: 53(9)16
- AASA online: 53(7)9
- AASA task force on common ground: 53(10)24
- Annual report 1995: 53(3)AR1-AR8
- Conference exhibitor list: 53(3)54

Abstracts
- Ability grouping and instructional differences: 53(3)56
- Community service by high school seniors: 53(6)32
- Freeing up teaching resources: 53(3)56
- Magnet schools' and private schools' impact on academic performance: 53(7)40
- Minority principal assignment: 53(11)40
- Parent contact differs by race and age: 53(8)40
- Preschool programs' effects on school readiness: 53(4)40
- Racial classifications: 53(9)40
- Student absenteeism: 53(11)40
- Student victimization: 53(2)40
- Teacher applicants: 53(9)40
- Teacher perceptions of their subject areas: 53(5)60
- Teacher turnover: 53(1)32
- Teachers out of field of expertise: 53(10)40

Academe as a career track: Reaction to Dan Raisch's article on struggling to adjust to a new life in academe [Letter]: 53(1)2

Accountability
- Holding teachers accountable for learning [Viewpoint]: 53(1)36

Administrator skills, developing: 53(5)54

Advanced placement program: 53(9)37

Aid for Families with Dependent Children: 53(5)18

AIDS education: 53(10)34

Alternative scheduling (see block scheduling)

Anderson, Robert H., founder of non-graded schooling: 53(1)16

Architecture, designing a responsive school: 53(6)18-22

A rating scale for classroom users: 53(6)21

Assessment (see testing and assessment)

Assistive technology: 53(4)24-27

Attention Deficit Disorder: 53(1)28

B

Bangser, Henry S. (superintendent, Winnetka, Ill.) [Profile]: 53(1)35

Barry, Janet N. (superintendent, Central Kitsap, Wash., and 1996 Superintendent of the Year) [Profile]: 53(7)43
- On fueling inclusion through technology: 53(4)24-27

Behavior of school board members: 53(5)51

Behavior of students: 53(1)28

Berliner, David C., co-author of *The Manufactured Crisis* disagrees with push toward performance standards: 53(5)42-46+

Billings, Judith A. (Washington state school superintendent) on the need for HIV/AIDS education: 53(10)34

Block grants
- Will satisfy few needs [Federal Dateline]: 53(1)23

Block scheduling
- Administrative challenges of block scheduling: 53(8)26-30
- Benefits and challenges of non-traditional scheduling: 53(8)8-15
- Brain-compatible teaching in a block schedule: 53(8)20-25
- Models of block scheduling: 53(8)15
- More time requires more training: 53(8)16-19
- Reaction to block scheduling reveals curious criticisms [Letter]: 53(11)4
- Resources on block scheduling: 53(8)12

Bonstingl, John Jay (consultant) on five practices that help school leaders apply TQM principles: 53(7)16-21

Book reviews
- *A House Divided:* 53(10)41
- *Are You Ready to Restructure? A Guidebook for Educators, Parents, and Community Members:* 53(8)41
- *Auditing Your Educational Strategic Plan:* 53(11)41
- *Authentic Assessment: A Guide to Implementation:* 53(4)41
- *Becoming Better Leaders: The Challenge of Improving Student Learning:* 53(2)41
- *Beyond the Wall of Resistance:* 53(10)41
- *Checklist for Change: A Pragmatic Approach to Creating and Controlling Change:* 53(8)41
- *Commissions, Reports, Reforms, and Educational Policy:* 53(8)41
- *A Common Sense Guide to Multiage Practices:* 53(1)33
- *Effective School Facilities: A Developmental Guidebook:* 53(6)33
- *Every Child, Every School: Success for All:* 53(11)41
- *Final Exam:* 53(5)61
- *Finding Funding:* 53(1)33
- *The Impact of School Choice and Community:* 53(9)41
- *The Knowledge Base in Educational Administration:* 53(2)41
- *Leadership and Futuring: Making Visions Happen:* 53(3)57
- *Leading with Soul: An Uncommon Journey of Spirit:* 53(1)33
- *Making Schools Smarter: A System for Monitoring School and District Progress:* 53(11)41
- *The Manufactured Crisis:* 53(5)61
- *No Margin for Error: Saving Our Schools from Borderline Teachers:* 53(6)33
- *Poisoned Apple: The Bell Curve Crisis and How Our Schools Create Mediocrity and Failure:* 53(3)57
- *Possible Lives:* 53(5)61
- *Rallying the Whole Village:* 53(10)41
- *School Improvement Programs: A Handbook for Educational Leaders:* 53(4)41
- *The School Superintendency: Leading Education into the 21st Century:* 53(9)41
- *Student Achievement Through Staff Development:* 53(4)41
- *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices:* 53(9)41
- *Teachers Can Be Fired: The Quest for Quality:* 53(3)57
- *Technology Planning and Management Handbook:* 53(7)41
- *From Vision to Practice: The Art of Educational Leadership:* 53(7)41
- *Visionary Leadership: Creating a Compelling Sense of Direction in Your Organization:* 53(7)41
- *Where Does the Money Go?:* 53(6)33
- *Women as Educational Leaders: Opening Windows, Pushing Ceilings:* 53(2)41

Bracey, Gerald (researcher) on why money matters to public school performance: 53(5)38-41

Bradford, Equilla F. (superintendent, Inkster, Mich.) [Profile]: 53(3)59

Budgets
- Advice for new superintendents: 53(10)38
- Creativity funds school technology: 53(8)35
- Low-spending, high-performing districts pinch pennies with good results: 53(3)8-12+
- Profiles of nine low-spending districts: 53(3)10-11

Business
- Inappropriate model for education [Letter]: 53(6)2
- Involvement in schools: 53(1)24
- Jones, Robert T. (of the National Alliance of Business) on the hidden cost of low academic standards: 53(6)36
- Why corporate practices won't work for school leaders: 53(1)24

C

Canady, Robert Lynn (professor) on benefits and challenges of block scheduling: 53(8)-12

Career planning
- Disdain for superintendent who moves for career self-interest [Letter]: 53(6)2
- Higher education
  - Advice for aspirants to higher education [Letter]: 53(2)4: 53(3)4
  - Reaction to former superintendent Richard Wallace's article [Letter]: 53(2)4
- Prepare for your next job pursuit: 53(7)38

Change, keeping pace with: 53(4)38

Character education [Letter]: 53(1)2

Child advocacy
- Stand for Children march discussed [Federal Dateline]: 53(5)48

Common ground
- AASA task force statement on common

ground: 53(10)24
Building bridges to the religious community: 53(3)42-46
Dealing with critics: 53(10)10
Glennon, Albert J. (superintendent) on using public forums to find common ground: 53(10)16-17
How school leaders should allocate their time to public communication (chart): 53(10)9
Ledell, Marjorie (school/community relations consultant) on finding common ground to improve student learning: 53(10)8-11
Resources: 53(10)11
Simonds, Robert L. (president of Citizens for Excellence in Education) on his change of attitude about creating common ground: 53(10)20-24
Sokoloff, Harris (professor) on using community forums to undercut special interest politics: 53(10)12-18
Communication (see also Contrarians–Supporters of Public Schools)
Dealing with angry people: 53(3)53; Reaction [Letter]: 53(7)2
Fourteen standard excuses and how to deal with them: 53(5)53
Parents, working with religious: 53(3)42-46
Understanding dynamics of a due-process hearing: 53(3)52
Conflict management, a systems approach: 53(3)16-18+
Contrarians—Supporters of Public Schools
An aggressive message: 53(10)
Kudos to contrarians [Letter]: 53(8)4
Berliner, David C. (co-author of *The Manufactured Crisis*) disagrees with push toward performance standards: 53(5)42-44+
Bracey, Gerald (researcher) on why money matters to public school performance: 53(5)38-41
Hodgkinson, Harold (demographer) on why Americans have never admired their schools: 53(5)18-20+
Horace Mann League's Top 10 destructive issues: 53(5)12-13
Houston, Paul D. (AASA executive director) on celebrating the common school in uncertain times: 53(5)10-13
Howe, Harold (former U.S. commissioner of education) on will public schools survive in America?: 53(5)14-17
Jaeger, Richard M. (professor) on how research used to support policy may misinterpret public school performance: 53(5)24-25+
Rotberg, Iris (researcher) reveals myths about test comparisons: 53(5)30-31+
Resources on defending the public schools: 53(5)47
Crisis management and the news media [Letter]: 53(5)4
Curriculum audits
Provide action plan for improving education [Letter]: 53(3)4

D
Defazio, Jackie (president of American Association of University Women) on what girls want from schools [Viewpoint]: 53(2)44
Disabilities
Assistive technology: 53(4)24-27
Elliott, Judy (professor) on the need to include students with disabilities on assessments: 53(11)24-26
How technology benefits students with: 53(4)27
Doctoral programs
Reaction to disparities between traditional and nontraditional doctoral programs [Letter]: 53(2)4
Domenech, Dan (superintendent) on surviving the stress of a high-profile job pursuit: 53(3)40-41
Downsizing-the route to rightsizing or capsizing?: 53(6)23-26
Due process hearings: 53(3)52

E
Education budget, K-12
Block grants for school lunch and Medicare endangered [Federal Dateline]: 53(1)23
Breakdown shows money increasingly goes to fulfill special education programs and other mandates [Federal Dateline]: 53(2)32
Building a case for federal involvement requires collecting facts [Federal Dateline]: 53(8)32
Education–A state responsibility [Letter]: 53(1)2
Federal contribution imperiled [Federal Dateline]: 53(3)47
Edwards, Mark A. (superintendent, Henrico County, Va.) [Profile]: 53(10)43
Emergency preparedness for natural disasters: 53(2)35+
Ethics
AASA's statement of ethics for school administrators: 53(9)20
The ethical dimension of superintendent decision making: 53(9)16-24
Firsthand guidance for ethical behavior: 53(9)26-29
The moral challenges facing educational leaders: 53(9)8-11
Shared decisions, empowerment, and ethics: 53(9)12-14
Test your ethics quotient: 53(9)21
Weary of absolutism [Letter]: 53(11)4
Where's the ethical conduct of Congress [Federal Dateline]: 53(9)30

F
Farkas, Steve (of Public Agenda) on differing agendas of teachers and the public [Viewpoint]: 53(3)60
Federal role in K-12 education
Breakdown shows more money goes to special education [Federal Dateline]: 53(1)32
Building a case for federal involvement requires collecting facts [Federal Dateline]: 53(8)32
Collective action pressured funding increases [Federal Dateline]: 53(11)29
Education–A state responsibility [Letter]: 53(1)2
Federal contribution imperiled [Federal Dateline]: 53(3)47

G
Gallagher, Thomas P. (superintendent, Bennington, Vt.) [Profile]: 53(6)35
Gangs (see also school safety, school uniforms, and violence prevention)
Larson, Rick (principal) recommends how to tackle gang problem: 53(2)30-31
Reep, Beverly (superintendent) on what gangs think about schools suggests new direction for classroom reform: 53(2)26-29
Stephens, Ron (of the National School Safety Center) on 40 ways to manage and control student disruptions: 53(2)14-20
Gifted education
Renzulli, Joseph S. (professor) on schools for talent development: 53(1)20-22
Resources for talent development: 53(1)22
Guthrie, Larry F. (consultant) on going to scale with school-community collaborations: 53(10)26-28+

H
Hattie, John A. and Richard Jaeger (professors) on how research used to support policy leads to misinterpretations about public school performance: 53(5)24-25+
Hertz, Karl (former superintendent) on welfare reform's impact on schools: 53(11)30
Hodgkinson, Harold (demographer) on why Americans have never admired their schools: 53(5)18-20+
Houston, Paul D. (AASA executive director) on celebrating the common school in uncertain times: 53(5)10-13
Horace Mann League's Top 10 destructive issues: 53(5)12-13
Howe, Harold (former U.S. commissioner of education) on will public schools survive in America?: 53(5)14-17

I
Inclusion, through assistive technology: 53(4)24-27
Instructional leadership
AP program offers incentives to lift standards: 53(9)37
Internet
Ensuring appropriate student access: 53(4)18-22
Internet resources: 53(4)22
Sample policy: 53(4)20

J
Jaeger, Richard M. (professor) on how research used to support policy leads to misinterpretations about public school performance: 53(5)24-25+
Jennings, John F. (former Congressional aide) on influencing legislation: 53(7)10
Jones, Roberts T. (of the National Alliance of Business) on the hidden cost of low academic standards [Viewpoint]: 53(6)36
Junior high schools (see middle schools)

K
Kaplan, George R. (education policy analyst) on advocating debate by school people on public education's performance [Viewpoint]: 53(7)44
Kentucky's Primary School Program: 53(1)6+
Kettering Foundation president David Mathews on the need for schools to build public support for public schools [Viewpoint]: 53(10)44
Kidder, Rushworth M. (of Institute for Global Ethics) on do values top your agenda? [Viewpoint]: 53(9)44
Kohn, Alfie
Reaction to his article [Letter]: 53(1)2

L
Leadership
Articulating a mission: 53(6)29
Good leadership is good management: 53(9)35
Leadership tips to provide structure in an age of chaos: 53(9)33
Moses, Monte (associate superintendent)

on developing leadership among administrators: 53(5)54
Reaction to Jane Hammond's article on managing for high performance [Letter]: 53(3)4; 53(4)4
Reaction to Michael Strembitsky's high-performance management principles [Letter]: 53(2)4
Required during restructuring: 53(1)30
Ledell, Marjorie (school/community relations consultant) on finding common ground to improve student learning: 53(10)8-11
Legislative advocacy
AASA joins Education First Alliance to lobby effectively on Capitol Hill [Federal Dateline]: 53(4)32
Effective legislative advocacy for local school leaders: 53(7)6-11
Influencing legislation in a nutshell: 53(7)11
Jennings, John F. (former Congressional aide) on influencing legislation: 53(7)10
Six misconceptions superintendents have about working with legislators and how to overcome them: 53(7)12-15
Sometimes it pays to be a pest [Federal Dateline]: 53(7)33
Staying on-line to keep Congress on target [Federal Dateline]: 53(6)27
Long Beach, Calif., Unified School District's dress code policy: 53(2)22

M

Management
Fourteen standard excuses and how to deal with them: 53(5)53
Reaction to Michael Strembitsky's high-performance management principles [Letter]: 53(2)4
Reaction to Jane Hammond's article on managing for high performance [Letter]: 53(3)4; 53(4)4
Mathews, David (Kettering Foundation president) on the need to build public support of public schools [Viewpoint]: 53(10)44
Media relations: 53(2)38-39
Middle school reform
Planning schools for the middle-level learner: 53(6)10-12
Six transition steps for a successful middle school: 53(6)12
Swaim, Sue (executive director of the National Middle School Association) on the central-office role in middle-level school reform: 53(6)6-9
What it takes to move from junior highs to middle schools: 53(6)13-17
Moses, Monte (associate superintendent) on developing leadership among administrators: 53(5)54
Multiage grouping
A basic understanding of multiage grouping: 53(1)12-17
Definitions of key terms: 53(1)10
Feedback and advice on multiage grouping theme issue [Letter]: 53(4)4; 53(5)4
Key attributes of Kentucky's primary school program: 53(1)8
Multiage pioneer Robert Anderson profiled: 53(1)16
Multiage resources: 53(1)11,14
Results of multiage grouping: 53(1)18-19
Without fear of failure: Attributes of an ungraded primary school: 53(1)6-11
Multiculturalism, redesigning to address sexual orientation: 53(10)35
Myths about test score comparisons: 53(5)30-35

N

Natural disasters, emergency preparedness: 53(2)35
Nongraded primary (see multiage grouping)

O

Owens, Melva M. (professor, Wichita State University, Wichita, Kan.) [Profile]: 53(2)43

P

Parents, working with religious: 53(3)42-46
Parham, Carol S. (superintendent, Anne Arundel County, Md.) [Profile]: 53(8)43
Peer group sessions: 53(2)11
Performance standards: 53(5)42
Personnel management
Differentiated supervision [Letter]: 53(10)4
Downsizing-the route to rightsizing or capsizing?: 53(6)23-26
The human toll of downsizing: 53(6)24
Picking winning candidates through probing queries: 53(7)38-39; Reaction [Letter]: 53(11)4
Strategy moves for downsizing: 53(6)25
Truth telling in staff assessments: 53(8)38
President's Corner
Homer H. Kearns on children and community focus of national conference: 53(3)6
Let's get interconnected internationally: 53(1)4
Rally your community to confront violence: 53(2)6
Donald R. Thompson on AASA national conference a must for every school leader: 53(9)6
Back to school ... A time to get people involved: 53(8)6
Engaging parents in educating: 53(4)6
Let's seek common ground with our community: 53(10)6
Locking horns versus linking arms ... The choice is ours: 53(5)8
A message to business: We need you and you need us: 53(6)4
School leaders ... A vital resource for policymakers: 53(7)4
School size matters: 53(11)6
Professional development
A collegial path for integrating computer training: 53(11)33
Groom your own for future openings: 53(10)38
Site-based management requires districts and sites jointly plan staff training: 53(11)33
Staff assessments: 53(8)38
Teacher training for multiage grouping: 53(1)12
Training programs: 53(10)38
Public forums
Glennon, Albert J. (superintendent) on using public forums as a launching point: 53(10)16-17
Sokoloff, Harris (professor) on using community forums to undercut special-interest groups: 53(10)12-18
Public opinion about school performance
Attitudes of teachers and public differ on education reform: Public agenda study reveals differing priorities: 53(3)60
Business leader Roberts T. Jones (of the National Alliance of Business) discusses the hidden cost of low academic standards [Viewpoint]: 53(6)36
David Mathews (Kettering Foundation president) on the need to build public support of public schools [Viewpoint]: 53(10)44
Publishing guidelines
Journal of Educational Public Relations [Letter]: 53(1)2

Q

Quality management (see total quality)

R

Religious community
Building bridges to: 53(3)42-46
Simonds, Robert L. (president of Citizens for Excellence in Education) on his change of attitude about creating common ground: 53(10)20-24
Renzulli, Joseph S. (professor) on schools for talent development: 53(1)20-22
Risk management: 53(5)58-59
Roberts, John E. (of the Michigan High School Athletic Association) on the need to refocus and reaffirm school sports [Viewpoint]: 53(8)44
Rodriguez, Daniel (superintendent, Piscataway, N.J.) [Profile]: 53(11)43
Rotberg, Iris (researcher) reveals myths about test comparisons: 53(5)30-31+

S

Safe schools (see violence prevention)
Sandia report: 53(5)18
SAT scores: 53(5)18
School boards
Understanding their special-interest behavior: 53(5)51-52
Superintendent/school board communication: 53(11)31
School-community collaborations
Guthrie, Larry on nine lessons for going to scale with innovative pilot projects: 53(10)26-28+
School facilities
Designing a responsive school: 53(6)18-22
Using prototypes to determine building design: 53(6)30
School finance
Budget advice for new superintendents: 53(10)38
School reforms (see also gifted education, inclusion, and technology)
Guthrie, Larry on nine lessons for going to scale with innovative pilot projects: 53(10)26-28+
Reclaiming education from fads and phonies: 53(11)32
Reform needed to overhaul educational welfare system that makes students too dependent on teachers instead of active learners: 53(4)34
Stacking one reform innovation on top of another produces problems: 53(4)33
Superintendent identifies with frustrations of dealing with complexity and change when seeking reforms [Letter]: 53(4)4
School sports
Refocus and reaffirm school sports [Viewpoint]: 53(8)44
School uniforms:
Basics for a mandatory uniform policy: 53(2)25
Long Beach Superintendent Carl Cohn finds safety benefits from districtwide mandatory school uniforms: 53(2)22-25
School violence: 53(2)36
Sex education
Addressing sexual orientation: 53(10)35
Shannon, Thomas A. (executive director,

National School Boards Association) [Profile]: 53(4)43
Shared decisions, empowerment, and ethics: 53(9)12-14
Shenk, David (of the Freedom Forum Media Studies Center at Columbia University) on the free market in today's classroom [Viewpoint]: 53(4)44
Simonds, Robert L. (president of Citizens for Excellence in Education) on finding common ground: 53(10)20-24
Site-based management benefits from coordinated staff development planning with district: 53(11)33
Sokoloff, Harris (professor) on using community forums: 53(10)12-18
Special education
Assistive technology: 53(4)24-27
Disciplining students under Gun-Free Act requires caution: 53(5)56
Understanding dynamics of a due-process hearing: 53(3)52
Stand for Children march long overdue [Federal Dateline]: 53(5)48
Stewart, Donald M. (of the College Board) on the need to refine assessments [Viewpoint]: 53(11)44
Stress in the superintendency
Breaking out of superintendent stress traps: 53(3)32-39
Dan Domenech on surviving the stress of a high-profile job search: 53(3)40-41
Top 10 superintendent stress traps: 53(3)36
Wellness benefits outlook [Letter]: 53(7)2
Wellness prescription for superintendents: 53(3)34-35
Student behavior (see also violence prevention)
Good behavior has nothing to do with Ritalin: 53(1)28
Rebuttal to arguments that teachers need to teach students how to behave [Letter]: 53(6)4
Student disruptions: 53(2)14-21
Superintendent of the Year 1996
Janet N. Barry [Profile]: 53(7)43
Superintendency:
Budget advice for newcomers: 53(10)36+
Dealing with time wasters negates opportunities to shift educational paradigms: 53(5)50
Imperiled or just challenged by boards with narrow agendas: 53(5)51-52
Mobility: 53(2)34
Past decade has brought few changes to already demanding job: 53(1)26-27
Ponder these points before leaving for a lower-level position: 53(3)27
Private life of a superintendent matters at evaluation time: 53(3)49-50
Returning to principalships or other lower profile positions: 53(3)22-28, 29-30
Returning to the classroom: 53(8)33-34
Superintendent of the Year 1996 Barry, Janet N. [Profile]: 53(7)43
Tenure brief in light of board expectations and job complexity: 53(1)25
Swanson, Stephen L. (superintendent, Burlington, Iowa) [Profile]: 53(5)63

T

Talent development in students: 53(1)20
Teachers
Evaluation: 53(4)37
Influence of: 53(7)34
Instruction, a new design for improving: 53(4)37
Powerful influence on student lives: 53(2)33
Teacher training for multiage grouping: 53(1)12
Technology (see also Internet)
Barry, Janet (superintendent, Central Kitsap, Wash.) on fueling inclusion through technology: 53(4)24-27
Benefits students with disabilities: 53(4)27
Creating an electronic village: 53(4)36
Ensuring appropriate student access on the Internet: 53(4)18-22
Essential steps of technology planning: 53(4)8-14
Evaluating technology use: 53(4)39
Funding school technology
Assistive technology: 53(4)26
Creative sources: 53(8)35
The ill-considered dash to technology: 53(4)28-31
Keeping pace with technology: 53(438
New indicators for evaluating technology use: 53(4)39
Staff development on technology: 53(11)34
Superintendent's modest plan for modeling technology: 53(4)13
A technology checkup: 53(4)15-17
Technology plans address singular building needs: 53(6)31
Testing and Assessment
Carlson, Dale A (senior adviser with California Department of Education) and Adrienne Bailey (of Council for Great City Schools) on the new Title 1 assessment: 53(11)18-20
Elliott, Judy (professor) on accountability and assessment for students with disabilities: 53(11)24-26
Full disclosure of who's tested and who is not: 3 viewpoints: 53(11)27-28
Gonzales, Lillian (superintendent) on reducing test anxiety about releasing scores to public: 53(7)36-37
Making sense of assessment given mundane results on authentic assessments: 53(11)8-12
Rotberg, Iris (researcher) on myths about test score comparisons: 53(5)30-35
Kean, Michael (of CTB/ McGraw-Hill) on the benefits of a balance between performance assessments and standardized tests: 53(11)14-15
Reaction from Neill, Monty (of FairTest) to Michael Kean's article: 53(11)16
Total quality management
AASA's total quality network: 53(7)20
Bonstingl, John Jay (consultant) on five personal practices to help school leaders put TQM into practice: 53(7)16-21
Leander, Texas, educators Monta Akin and Tom Glenn on students monitor their own progress with district's TQ application: 53(7)26-28
Trailblazing school districts: 53(7)19
Virginia Beach, Va., Public Schools applies TQ in the classroom: 53(7)22-24+
West Babylon, N.J., superintendent Robert J. Manley on coalescing a school community around TQ: 53(7)29-32

U

Ungraded primary: (see multiage grouping)
Uniforms, school: 53(2)22
Urban schools need best teachers: 53(7)35-36

V

Values (see also ethics)
Value of hard work: 53(6)28
Viewpoint
Defazio, Jackie (president of American Association of University Women) on what girls want from schools: 53(2)44
Farkas, Steve (of Public Agenda) on differing agendas of teachers and the public: 53(3)60
Jones, Roberts T. (of the National Alliance of Business) on the hidden cost of low academic standards: 53(6)36
Kaplan, George R. (education policy analyst) on advocating debate by school people on public education's performance: 53(7)44
Kidder, Rushworth M. (of Institute for Global Ethics) on do values top your agenda: 53(9)44
Mathews, David (Kettering Foundation) on the need for public support of public schools: 53(10)44
Roberts, John E. (of the Michigan High School Athletic Association) on the need to refocus and reaffirm school sports: 53(8)44
Shenk, David (of the Freedom Forum Media Studies Center at Columbia University) on the free market in today's classroom: 53(4)44
Stewart, Donald M. (of the College Board) on the need to refine assessments: 53(11)44
Willie, Charles W. (of Harvard University) on reckless criticism of education by educators: 53(5)64
Woolery, Chad (Dallas superintendent) on holding teachers accountable for learning: 53(1)36
Violence prevention (see also gangs and school uniforms)
Community approach to stemming violence: 53(1)30
Conducting a self-assessment of school safety: 53(2)21
Discipline plan needs teamwork, consistent tact: 53(2)36+
Noguera, Pedro A. (professor) on alternatives to heavy-handed measures to combat student violence: 53(2)8-13
Stephens, Ron (of the National School Safety Center) on 40 ways to manage and control student disruptions: 53(2)14-20
Vouchers
A possibility that could win House support [Federal Dateline]: 53(3)47
Critics of public schools try to revive voucher proposals [Federal Dateline]: 53(10)33
Vouchers and school choice: 53(5)12-13; 14-17

W

Welfare reform's impact on schools: 53(11)30
Wheeler, William V. (superintendent, East Swanzey, N.H.) [Profile]: 53(9)43
Willie, Charles W. (of Harvard University) on reckless criticism of education by educators [Viewpoint]: 53(5)64
Willing worker concept: 53(7)34-35
Woolery, Chad (Dallas superintendent) on holding teachers accountable for learning [Viewpoint]: 53(1)36

NOTE: The volume number in the October issue was printed incorrectly on the contents page. The correct volume number is 53. This index reflects the correct volume number.